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ABSTRACT

Designed to assist training coordinators in the initial institution familiarization training for new employees in correctional institutions, this manual consists of two parts: this document (Part I), which is the training coordinator's guide, and the training program (Part II - CE 017 287). In a general introduction the advantages of these course materials are outlined, stressing (1) how their use within the first forty hours after an employee's entry on duty insures standardized, uniform training of staff at all federal prisons; (2) the instructor's capability of being flexible and creative in his approach because of the variety in types of training materials; (3) that tests are included to measure whether or not the training objectives have been met and that remedial lesson plans are provided to correct low performance in any area. A recommended sequence is given for the four subject areas (introduction, security, working with inmates, and emergency) which are covered in Part II. The major parts of this guide are as follow: a lesson plan on evaluation objectives to be met by the training coordinator; a lesson outline, focusing on how to write, give, and use evaluative instruments; practice and written tests for all four subjects in Part II, including instructions for their use and answer keys; a lesson plan to develop local training materials to meet unique local institutional needs while being consistent with the overall goals and tone of this program; and an outline for remedial training evaluation and design. (ELG)

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ED158007

Correctional Training

Institution Familiarization

PART I

Background Material

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CORRECTIONAL TRAINING

Institution Familiarization

FOREWORD

This manual has been designed to assist you in providing initial institution familiarization training to your new employees. It contains detailed information on administering the courses, lesson plans, written tests, actual practice tests, reproducible masters of student handouts, and master reproducible copies of slides or overhead transparencies. Also included, but under separate cover are sets of slides, audio tapes, and video tapes which are referenced in the lesson plans.

Every effort has been made to provide you with the best in standardized materials, as well as the opportunity for you to "customize" topics which pertain to your particular institutional need.

The Staff Training Branch recognizes that these materials must be supplemented by your interest, instructional abilities, and empathy for the new employee. With this combination, we feel that the Institutional Familiarization Training Program will be an unqualified success.

INSTITUTION FAMILIARIZATION

PART I

TRAINING COORDINATOR'S GUIDE

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Introduction to Institution Familiarization

INTRODUCTION TO INSTITUTION FAMILIARIZATION

BACKGROUND

This guide has been prepared to help you use the attached training materials in the most effective, efficient way possible. Please take a few minutes to read it before examining the other material. The lesson plans, audio-visuals, tests, etc., that you have been provided were designed by a task force composed of institution Training Coordinators, (representing all regions and types of institutions), Staff Training Center instructors, and representatives of the Staff Training Branch, Central Office. This task force has prepared this material with certain goals in mind:

STANDARDIZATION AND UNIFORMITY OF TRAINING

One of the concerns of the task force was that the quality and quantity of institution-based staff training varied widely from one institution to another. There were also some concerns that the "right" kinds of training weren't being delivered at the "right" times. The topics in this first 40-hour package were selected and included because they were identified as critical skills which an employee had to have before he could reasonably be expected to perform well on the job. The

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Although the term "he" is used throughout this training program, it indicates all persons regardless of sex. It is anticipated that both males and females will be involved in this training, as well as in presenting the training.

objectives for each topic were selected for the same reasons--to measure whether or not an employee had been given those critical skills.

In order to insure that all employees, no matter where they receive their initial training, start out with the same basic level of information and skills; we are requiring that the objectives contained in these materials be covered in the initial 40 hours of training at all institutions. You may expand the units of study and deliver more training to meet certain local objectives if you wish; but you must, at a minimum, cover the standardized objectives we have provided. Another important point: Since we have identified this material as critical training, it ought to be delivered within the first 40 hours after an employee's entry on duty. The training standard requires that he receive such training before he is actually placed on a specific job assignment.

FLEXIBILITY OF DELIVERY

The institution which hires a new employee only once every six or eight months, in contrast to a larger institution which may bring on five or six employees at a time, has traditionally had a distinct disadvantage in providing formal training to new employees. Such an institution has especially had difficulty in providing training during the first 40 hours after E.O.D. The advantage of these training materials is that a Training Coordinator knows what specific objectives he has to teach; he can arrange a variety of approaches using everything

from traditional lectures (for large groups of trainees) to reading materials and an individual counseling/discussion session (with one employee). The objectives--and the test questions--remain the same. We have provided additional training materials with some of these lesson modules; in most cases, they can be used with one or more trainees--it isn't always necessary to run a formal class. This, of course, requires that the Training Coordinator exercise a little creativity and flexibility.

EVALUATION AND REMEDIAL FOLLOW-UP

This is probably the most significant advantage that will be provided by these new training materials. Included with the package is a comprehensive written test and an actual practice test. We've already commented on the standardized objectives and these two tests are related to those objectives--they measure whether or not the objectives established for the training have been met. The comprehensive written test measures learning objectives--that material which you attempted to pass on in the actual training situation; the actual practice test measures performance objectives--how well the trainee is able to perform specific tasks during the training and when he returns to the job.

When a trainee has completed training, a copy of both tests should be in his training file. The purpose of the tests is not for use as a "pass/fail" document; no one "flunks" and is fired as a result of his test scores. But if an individual doesn't meet a particular objective for conducting shakedowns, he and his supervisor can be so advised; the

performance discrepancy can be noted; and corrective steps can be taken using the Remedial Training Lesson Plan.

Admittedly, this sort of approach will require more work on your part and it will require more follow-up on the part of the employee's supervisor, both in evaluation and in remedial training. However, by following this process; you, the institution, and the employee will have a better record of what training the individual actually received; and more importantly, how that training has been transferred to job peformance. You will be able to correct problems before they result in unnecessary dismissals, etc. In short, you will be doing your job effectively as a Training Coordinator.

ADDITIONAL INFORMATION

This section is provided to answer any questions that you may still have regarding this material or clarify any areas that may still be unclear.

1. Who gets this training? Every new, full-time employee must receive 40 hours of introductory training. Every employee shares responsibility for insuring security and providing correctional programs, regardless of his particular job specialty. This program is not just for correctional officers.

2. Must I follow the objectives or can I substitute? You must follow the objectives provided since that is the only way we can assure standardization throughout the Bureau of Prisons. You may add additional objectives related to specific local needs; (They, of course, should be consistent with the standardized objectives) in fact, spaces have been provided for you to write in "local option" objectives.

3. Must I give the tests? Yes, and a representative sample of tests --taken from individual employee training files--will be examined during audits to determine what sort of remedial or follow-up action has been taken.

4. When does this training take place? During the first 40 hours after the new employee's entry on duty. No employee should be assigned a job without first having received this training.

5. Where can I get further answers to questions about this material? Call your Staff Training Center liaison and/or the Staff Training Division, Central Office (724-3215, 6 or 7).

6. Is there a recommended sequence of classes? Yes; see the next page.

RECOMMENDED TRAINING SEQUENCE

There are 20 topics that have been identifed as of critical importance in equipping an employee to do his job in the institution.

The order, or sequence, of these topics may varry depending on availability of instructors, facilities, etc. However, the topics have been grouped in to four areas that have a direct relationship to one another and, thus, should be presented together.

GROUP I -- INTRODUCTORY

-- Introduction to Institution Familiarization

-- Personnel Processing and Clothing Issue

-- Facility Tour

-- Employee Conduct and Responsibility

-- Duty Roster and Assignments

GROUP II -- SECURITY

-- Contraband Identification and Control

-- Security Inspections

-- Shakedowns--Area Search

-- Shakedowns--Inmate Pat and Strip

-- Tool and Key Control

GROUP III -- WORKING WITH INMATES

-- Inmate Programs and Services

-- Inmate Accountability and Custody

-- Counting Procedures

-- Inmate Discipline

-- Writing Incident Reports

-- Administrative Remedies

-- Freedom of Information and Privacy Acts

GROUP IV -- EMERGENCY

-- Firearms and Gas Familiarization

-- Emergency Plans

Each group, and topic within the group, is presented as an instructional package in a separate section of this manuel.

Contained in this instructional package are:

-- A lesson plan with the objectives, time frame, suggested materials and methods;

-- A lesson outline; and

-- Visual aids or handouts supporting the lesson plan.

You should note that the lesson outline is not a word-for-word presentation of the subject, rather it offers suggestions on ways to present the material. Your experiences, institutional examples, and situations are what will make this a meaningful learning experience for the new employee. The visual aids can be used to support your lecture, or they can be used as hand-out material.

Once you have determined to present a group (roughly equivalent to one day's presentation) of topics to your new employee, you should:

-- Review the lesson plan and lesson outline for each topic;

-- Check the Evaluations Section of this manual to determine the nature of the Comprehensive Written Test and Actual Practice Test that will be given; and

-- Review the handouts and supportive audio-visuals (vu-graphs, slides, audio tapes, and video tapes).

Evaluations

INTRODUCTION TO "EVALUATION" LESSON PLAN

PLEASE NOTE: This lesson plan is for use by the institution Training Coordinators to insure that they make the fullest possible use of the evaluation instruments included with the "Institution Familiarization" package. In addition, it will aid the local coordinators in developing their own test questions to measure how well "Institution Option" training packages and "Local Option" objectives (which have been added to the standardized packages) have been communicated to the trainees.

LESSON PLAN (EVALUATION)

LESSON TITLE: Evaluation

TIME FRAME: Varied (depending on needs of the individual Training Coordinator)

MATERIALS: Copy of attached outline, blank copies of "Actual Practice Test" and "Comprehensive Written Test;" Keys for both of the preceding tests; writing materials.

PRIORITY: For use upon completion of any 40 hour introductory training program at the institution.

LEARNING OBJECTIVES: After self-study of this material, each Training Coordinator will be able to:

A. Define "Validity," "Learning Objective," and "Performance Objective" with 100% accuracy.

B. List, and briefly explain, three reasons, for testing trainees. (100% accuracy).

C. Correctly evaluate three test responses to insure that they satisfactorily measure an objective. (100% accuracy)

PERFORMANCE OBJECTIVES: During the course of conducting institutional training programs, each Training Coordinator will be able to:

A. Develop written test questions which meet the criteria for "sound" reliable questions and which adequately measure training objectives. (100% accuracy)*

B. Insure that each trainee who completes the 40 hour institution introductory training sequence completes both the "Actual Practice Test" and the "Comprehensive Written Test," within eight hours after formal training has been completed. (100% accuracy)*

C. Correct, return, and discuss with each trainee all "Comprehensive Written Tests" within five days after the test has been completed by the trainee. (100% accuracy)*

D. Keep the "Actual Practice Test" responses up to date by following the "Actual Practice Test Schedule" to insure that supervisors and other "testers" are meeting scheduled dates for evaluation. (100% accuracy)*

E. Make written or oral notification of individual supervisors regarding any problems identified on either the "Comprehensive Written" or "Actual Practice Test" within five working days after either test has been corrected. (100%)*

F. Develop remedial training programs for individual employees based on deficiencies identified through either test, within ten working days after the deficiency is noted. (100%)*

* All performance objectives will be evaluated by the S.T.C. faculty member assigned responsibility for auditing the institution's staff training program.

LESSON OUTLINE (EVALUATION)

We have already exposed you to a lot of comments regarding the evaluation process, its importance and purpose, in other material included in this total package: "The Training Coordinator's Guide to Introductory Training Sequence Materials;" "Overview of Introductory Training For New Employees;" "The Remedial Training Lesson Plan;" and on the instruction sheets for both tests. This lesson plan will briefly review some of the important points made in those documents but will concentrate on some mechanics--how to write, give, and use evaluative instruments.

REVIEW: DEFINITION OF TERMS

"VALIDITY" - Any means (tests, interviews, observation of on-the-job performance, etc.) used to insure that a trainee has obtained certain skills and/or information, and that those skills and/or that information has had an effect (hopefully positive) on how he or she is able to do the job; is an attempt to measure the "validity" of your training program.

"LEARNING OBJECTIVES" - What you hope the student will be able to accomplish during the formal training session. The "Comprehensive Written Test" measures the "learning objectives" for each segment in the Introductory Training Program.

"PERFORMANCE OBJECTIVES" - What you expect the trainee to be able to do once he/she returns to the job. The "Actual Practice Test" measures the "performance objectives" for each segment in the Introductory Training Program.

REVIEW: PURPOSES OF TRAINING

A. Tests are not intended to "trap" or "get" trainees, but to measure how well information was communicated from trainer to trainee. (A hard test which no one can pass is not necessarily indicative of either a good trainer or a good training program.)

B. Test questions should be based on objectives; those objectives should be known by the trainees so that they can prepare adequately to take the test.

C. Failures on tests to achieve a certain standard should be used to:

1. Build remedial training programs for the individual trainee who failed a particular question or set of questions.

2. Alert the Training Coordinator and Supervisor to watch for potential problems indicated by test failures and move to correct them.

3. Alert the Training Coordinator to areas of instruction that may be weak and need additional time or effort.

D. The Bureau encourages testing in its training programs to insure that all the steps in "C" above are carried out, as well as to:

1. Insure consistency in training offered at all institutions.

2. Let the trainee know where he may experience difficulties so that he can correct himself and become a more productive employee.

3. Give us a data base so that we can justify, or eliminate, the material we deliver in training. This helps insure that the training we do deliver is of high quality and applicable to actual job performance needs.

IMPORTANT: ALWAYS advise trainees, prior to testing, that we do not use tests as a pass/fail system for weeding out employees. That we use it solely for the purposes identified in "C" and "D."

HOW TO TEST "LEARNING"

A. Go over the test questions yourself; make sure the students know the objectives they will be tested on and make sure those objectives are adequately covered during the training session itself.

B. Put the students at ease and allow ample time to take the test.

C. Insure feedback - Make sure the student gets a corrected copy of his test to examine within a short period of time. (Within 5 days after he/she has taken the test in this program.)

D. Discuss deficiencies identified by the test with each student individually; help him/her develop a plan to correct those deficiencies. A copy of the completed test - in the individual's training file - etc. - should always be available for his/her examination.

E. Make sure that supervisors are aware of what skills-information you test for, and that they actively follow-up to insure that understanding of objectives is demonstrated on the job. (They have to take an active part in completing the "Actual Practice Test.")

F. Check those questions that are always missed; are they confusing, inadequately stated, etc.? If so, rewrite them to adequately measure the objective. (Please check with the Staff Training Division, Central Office, before rewriting any of the standardized questions on the "Comprehensive Written" or "Actual Practice Tests."

HOW TO SCORE A TEST

The important thing to remember in scoring a test is that it is based on objectives and each objective should have a performance standard built in. (All of the objectives developed for the introductory training program have such standards--100%, 80%, etc.) Your two standardized tests for the introductory program indicate what section of the training program the questions that follow are drawn from. Look at page one of the "Comprehensive Written Test;" the first questions are taken from "Counting Procedures." You check that section of the program and see that for question one, the standard is 80%; thus, if the trainee has 8, 9, or 10 correct principles written down, he has passed this question--if he has 7 or less, he has failed this question. Obviously, he needs to spend more time studying the material regarding the basic principles for conducting counts.

Question two requires 100% accuracy; if the trainee's response doesn't match the answers on the key almost exactly, he's failed this question.

The "Actual Practice Test" is a little different, because you are asking the supervisor or evaluator to observe whether or not an employee demonstrates certain specific behavior. Either he can perform as described in the test question or he can not; the key here is to make sure that your description of what behavior you want the employee to demonstrate is as exact and specific as possible. The standard for all of the "Actual Practice Test" items is 100%. (The evaluator also has to be extremely specific and exact in describing what the employee cannot do--the "performance discrepancy.")

HOW TO WRITE TEST QUESTIONS

At some point in time, either during this program in connection with "Local Option Objectives" or "Institutional Option Training Programs" or on some other occasion, you are going to want to write test items. The rules for doing so are fairly simple:

A. First, decide what you want to measure--what does your objective say?

B. What's the best way of measuring this--with a written question, actual observation of performance, production of a product, etc.? (Remember: a test <u>does not</u> have to be a paper and pencil exercise.)

D. Don't make the mistake of having the wrong kind of test for a particular activity--i.e., don't test whether or not someone can drive a car strictly on the basis of a written test; take him/her out in a car and see how he/she operates it.

E. Ask yourself, "is it really important that I try to test this--is it critical to actually doing the job?"

Again, feel free to contact the Staff Training Division, Central Office (202) 724-215 or 3216, if you want additional advice, ideas on testing.

By the way, if you decide to add local option questions to the institution orientation package's standardized tests, feel free to add them on to the last page of either document.

INSTRUCTION SHEET: HOW TO GIVE AND USE THE "ACTUAL PRACTICE TEST"

TRAINING COORDINATOR:

First, all trainees should be advised of the contents of the test (they may be given a copy) and how it will be used.

The test contains areas of performance which must be observed by the evaluator either during the training session or on the job. These areas are keyed to the Performance Objectives contained in the instructional material.

An evaluator may be the Training Coordinator, the employee's immediate supervisor, or an associate instructor. (Someone selected by the Training Coordinator from the institution staff who delivers a portion or portions of the training.) The evaluator must sign and date each area evaluated at the time he evaluates the activity.

If a trainee has performed the activity described in a correct manner and met the objectives, "Yes" should be checked.

If the activity has not been performed in accordance with the objectives, "No" should be checked; AND:

In the space labeled "PERFORMANCE DISCREPANCY", the evaluator should concisely and specifically describe what it was that the trainee was unable to do.

The Training Coordinator will check all "PERFORMANCE DISCREPANCY" statements, and confer with the employee and supervisor re: development of remedial training. (This should be done within 5 working days after the performance discrepancy is identified.)

The Training Coordinator will follow up remedial training by re-evaluating the area previously failed and noting any positive/negative changes that occurred as a result of remedial training.

PLEASE: (1) Pay attention to time frames established for each area evaluated -- after 30 days, within 90 days, etc.

(2) Discuss each page of the evaluation with the trainee and have him sign and date it.

(3) Keep an UP TO DATE copy of this examination in each employee's training file. It will be examined during audits. The employee may see this examination upon his request.

Institution Familiarization

Actual Practice Test

Name: _____

Phase Date

1. _____

2. _____

3. _____

4. _____

5. _____

ACTUAL PRACTICE TEST

Attached is the Actual Practice Test that you will be evaluated on during your first year on the job. You should look over the schedule of when certain items will be evaluated and check with your supervisor or Training Coordinator to be sure that your evaluation is on schedule.

Remember, the Actual Practice Test is an indication of how you are using the information gained from your training activities. Each topic covered on the test has a place for your signature so you will know where you stand at all times.

SCHEDULE

Test Phase

1. DURING THE 40 HOURS OF TRAINING: Items 2, 11, 14, 16, and 19, 20, 24, 26, 29, and 31 will be evaluated.

2. IMMEDIATELY AFTER THE EMPLOYEE RETURNS TO THE JOB: Items 1, 5, 6, and 9, will be evaluated.

3. AFTER 30 DAYS ON THE JOB: Item 3 will be evaluated.

4. AFTER 90 DAYS ON THE JOB: Items 4, 8, 10, 12, 13, 17, 18, 21, 22, 23, 25, 27, 28, 30, and 32 will be evaluated.

5. AFTER ONE YEAR ON THE JOB: Items 7 and 15 will be evaluated.

Take a few minutes and look over each of the items that will be evaluated. You should have had training in each of the areas as part of the Institution Familiarization Course. If you find an area that you did not receive training in, you should contact your training coordinator immediately.

ACTUAL PRACTICE TEST

NAME:_____ INSTITUTION:_____

BROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
"Counting Procedures"	1. The trainee has actually observed a count take place. Yes____ No____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY:_____

_____

_____

2. The trainee has conducted an accurate count of a living area (or section of a living area) while under supervision of an associate instructor.

Yes____ No____

_____
Evaluator

_____
Date

PERFORMANCE DISCREPANCY:_____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

BROAD TOPIC: AREA EVALUATED: EVALUATOR & DATE:

3. After at least 30 days on the job, the trainee consistently conducts accurate, timely, and efficient counts of the areas under his supervision.

Yes_____ No_____ _____ Evaluator

_____ Date

PERFORMANCE DISCREPANCY: _____

_____

_____

4. After 90 days on the job, this staff member is making correct referral of inmates requesting services and/or program assistance to the appropriate institutional officials at least 90% of the time.

PERFORMANCE DISCREPANCY: _____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____ Trainee Signature/Date

BROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
"Facility Tour"	5. This staff member has personally visited and observed the following areas of the institution: Federal Prison Industries, Classification and Parole, Education and Vocational Training Areas, Food Service, Custodial Offices, Mechanical Services, Medical-Dental Area, Mental Health Offices, Safety and Sanitation, Chapel, Business Office Functional Living Units, Executive/Administrative Offices, Farm and/or Camp/ Minimum Security Housing Area. (In the event that your particular institution does not have some of these operations/sections, feel free to delete them from this list.) Yes____ No____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

ROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
Firearms familiarization"	6. This staff member has correctly identified all gas equipment and firearms used in the Bureau of Prisons, and correctly matched the corresponding ammunition with the firearm. Yes_____ No_____	_____ Evaluator _____ Date

ERFORMANCE DISCREPANCY:_____

_____

_____

Firearms familiarization"	7. This staff member has fired all weapons issued to him/her during annual refresher training and has met or exceeded required qualification scores. Yes_____ No_____	_____ Evaluator _____ Date

ERFORMANCE DISCREPANCY:_____

_____

_____

In some cases, employees are exempted fr[illegible] Firearms Training_____ by the Warden; not required to achieve a qualifying score_____; or the institution, due to its mission, does not issue firearms to employees or require their use_____.

(Check a particular blank if appropriate for this employee or institution)

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

OAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
irearms miliarization:	8. This employee has handled all weapons issued to him in a safe and responsible manner; and has followed all requirements for weapons use as established by Bureau/local policy.	

Yes____ No____ _____ Evaluator

_____ Date

RFORMANCE DISCREPANCY: _____

_____

_____

This employee does not routinely handle weapons and there has been no opportunity to evaluate him/her in the area_____.

This institution does not normally issue weapons to employees or require their use_____.

heck a particular blank if appropriate for this employee or institution.)

nmate Disciplinary ocedures"	9. This employee has actually observed the institution I.D.C. and U.D.C. process Disciplinary cases.	

Yes____ No____ _____ Evaluator

_____ Date

RFORMANCE DISCREPANCY: _____

_____

_____

have seen this evaluation and discussed it with the evaluator(s).

_____ Trainee Signature/Date

LOAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
Inmate Disciplinary Procedures"	10. This employee has submitted reports, testimony and other requested assistance to the U.D.C. and I.D.C. in a manner consistent with current Bureau Policy regarding Inmate Disciplinary Procedures. Yes_____ No_____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

_____

_____

Contraband Identification and Control"	11. The employee has correctly identified _____ (insert #) items of contraband as to category and accurately described their usual illicit use. Yes_____ No_____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

ROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
Contraband dentification and ontrol"	12. The employee, after at least 90 days on the job, has received no negative comments (regarding his control of contraband) on his monthly/quarterly evaluation. Yes____ No____	_____ Evaluator _____ Date

ERFORMANCE DISCREPANCY: _____

_____

_____

_____

Duty Roster and ssignments"	13. The employee, after at least 90 days on the job, has received no adverse comments regarding misuse of sick/annual leave on his monthly or quarterly evaluations. Yes____ No____	_____ Evaluator _____ Date

ERFORMANCE DISCREPANCY: _____

_____

_____

have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

ROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
Tool and Key Control"	14. During the training period, this employee correctly identified a locking device problem and corrected it. Yes_____ No_____	_____ Evaluator _____ Date

ERFORMANCE DISCREPANCY: _____

_____

_____

Tool and Key Control	15. The employee has completed the probationary year without any negative comments from his supervisor (in writing) regarding poor key control or inability to operate locking devices. Yes_____ No_____	_____ Evaluator _____ Date

ERFORMANCE DISCREPANCY: _____

_____

_____

have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

BROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
"Security Inspection"	16. While under supervision of an associate instructor, this employee has adequately and accurately searched a vehicle and an institution area which normally poses some security problems. In conducting these searches, the employee followed and accurately filled out the local security inspection form. Yes_____ No_____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

_____

_____

"Security Inspection"	17. During the past 90 days, this employee has conducted all security inspections as ordered, in accordance with correct policy and procedure. His monthly/ quarterly evaluations indicate no difficulties in carrying out this responsibility. Yes_____ No_____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

BROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
"Emergency Plans"	18. To date (at least 90 days after E.O.D.) this employee has conducted himself appropriately and in accordance with policies and/or instructions from his supervisors, during all emergency situations. He has received no negative comments regarding this area on his monthly or quarterly evaluations. Yes_____ No_____	_____ Evaluator _____ Date

We have had no emergency situations; thus, it is impossible to rate this area._____

PERFORMANCE DISCREPANCY:_____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

BROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
"Inmate Accountability and Custody"	21. For at least 90 days after E.O.D., this employee received no negative comments on his monthly or quarterly evaluation regarding his ability to insure accountability of the inmates under his supervision. Yes_____ No_____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

ROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
Report Writing"	22. This employee consistently submits incident reports (as needed) which are grammatically accurate and meet the following criteria: a. Describe observed behavior or evidence obtained through investigation. b. Include only facts and details. c. Show no biases, prejudices, or personal judgements. d. Identify staff and inmate witnesses. Yes_____ No_____	_____ Evaluator _____ Date

ERFORMANCE DISCREPANCY: _____

_____

_____

have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

AD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
eport Writing"	23. I have spot checked at least three incident reports prepared by this employee and those reports meet the characteristics of well written reports described in the preceding performance objectives. Yes_____ No_____	_____ Evaluator _____ Date

RFORMANCE DISCREPANCY: _____

_____

_____

hakedowns - Inmate"	24. During the actual class, this participant "shook down" another participant, followed all of the prescribed techniques (see learning objectives for specific techniques) and discovered all items of contraband hidden upon the individual being searched. Yes_____ No_____	_____ Evaluator _____ Date

RFORMANCE DISCREPANCY: _____

_____

_____

have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

BROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
"Shakedowns - Inmate"	25. This employee regularly conducts inmate shakedowns as required. His/her procedures and techniques are consistent with local and Bureau Policy and with the standards covered in the introductory training package. Yes_____ No_____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

"Shakedowns - Inmate"	26. During the training session, this employee took part in searching an inmate housing area. During that search, all previously hidden items of contraband were recovered. Yes_____ No_____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

BROAD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
"Shakedowns - Area"	27. This employee has consistently conducted area searches as requested and/or required. During those searches, he/she has consistently followed the correct procedures and policies defined by the Bureau/ institution, and has used the techniques discussed in the "area shakedown" segment of the introductory training program. Yes____ No____	_____ Evaluator _____ Date

PERFORMANCE: _____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

BROAD TOPIC:	AREA EVALUATED:	EVALUATOR AND DATE:
"Freedom of Information and Privacy Acts"	28. During the last 90 days, this employee has released information and restricted access to information in accordance with provisions of the Freedom of Information and Privacy Acts; and has strictly followed local, Bureau, and Department of Justice policies with regard to release of such information. Yes____ No____	_____ Evaluator _____ Date

PERFORMANCE DISCREPANCY: _____

_____

_____

I have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

OAD TOPIC:	AREA EVALUATED:	EVALUATION & DATE:
ersonnel Processing d Clothing Issue"	29. Immediately upon E.O.D., this employee completed the following personnel forms: SF-50, 54, 61, 71B, 86, 87, 144, 176, 2809, and W4; and the following local forms: (fill in blanks)_____ _____ _____ Yes____ No_____	_____ Evaluator _____ Date

RFORMANCE DISCREPANCY:_____

_____

_____

This employee has taken the oath of office.

Yes____ No____

_____
Evaluator

_____
Date

RFORMANCE DISCREPANCY:_____

_____

_____

have seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

AD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
rsonnel Processing Clothing Issue"	30. After 90 days on the job, this employee is performing in a manner consistent with the major duties and performance standards described in the position description and post orders. Yes_____ No_____	_____ Evaluator _____ Date

FORMANCE DISCREPANCY: _____

_____

_____

ployee Conduct and ponsibility"	31. This individual has read and signed a statement indicating his receipt of Policy Statement 3735.1B and 3735.2, "Employee Conduct and Responsibility." Yes_____ No_____	_____ Evaluator _____ Date

FORMANCE DISCREPANCY: _____

_____

_____

ave seen this evaluation and discussed it with the evaluator.

_____
Trainee Signature/Date

AD TOPIC:	AREA EVALUATED:	EVALUATOR & DATE:
ployee Conduct and ponsibility"	32. During the last 90 days, this individual has not violated any of the provisions of the policy statement on Standards of Employee Conduct and Responsibility; as indicated by no negative action being taken against him/her formally or informally. Yes_____ No_____	_____ Evaluator _____ Date

FORMANCE DISCREPANCY:_____

_____

_____

ACTUAL PRACTICE TEST KEY

NAME: Leonard Schwartzner INSTITUTION: F.C.I., Anyplace

BROAD TOPIC: "Counting Procedures"

AREA EVALUATED:

1. The trainee has actually observed a count take place.

Yes ✓ No ____

EVALUATOR & DATE:

Marvin Blossom, C.S.
Evaluator

April 12, 1978
Date

PERFORMANCE DISCREPANCY: ____

Remedial Action: 4/20/78
Schwartzner re-read Medical manual Section on Counting Procedures - and I discussed it with him on 4/18/78. Lt. Blossom to advise me if he has continuing problem in this area.
Harley Dormal
Training Coordinator

2. The trainee has conducted an accurate count of a living area (or section of a living area) while under supervision of an associate instructor.

Yes ____ No ✓

Marvin Blossom, C.S.
Evaluator

April 14, 1978
Date

PERFORMANCE DISCREPANCY: While counting unit "J", this employee allowed several inmates to move freely in and out of the unit; as a result, the count was wrong and we had to recount four times before getting a correct count.

I have seen this evaluation and discussed it with the evaluator.

Leonard Schwartzner 4/14/78
Trainee Signature/Date

Institution Familiarization

Comprehensive Written Test

Name: _____

Date: _____

INSTRUCTION SHEET: HOW TO GIVE AND USE THE "COMPREHENSIVE WRITTEN TEST"

Training Coordinator:

First, all trainees should be advised specifically of what material they will be tested on. You may choose to do this by letting them know the learning objectives for each unit of study. This test is keyed to those objectives.

Advise the trainees that this is not a "pass/fail" examination; its sole use is to help spot any information/skill deficiencies which they still have after completing training. Steps will then be taken through remedial training, counseling, etc., to correct those deficiencies.

The test contains all types of questions: short answer, fill in the blank, multiple choice, true/false, and short essay. The questions are designed to measure all of the learning objectives contained in the instructional material.

Trainees should take this examination immediately upon completion of the 40-hour training program. Considerable time may be necessary to finish the examination. (Please use your discretion in deciding how much time to allow).

The Training Coordinator should correct the examination, using the attached key. In order to evaluate how successfully a trainee achieved the objectives measured by the exam, he should:

(A) refer to the lesson plan and objective measured by the question. (Each section of the examination is broken into specific topics -- "Employee Conduct and Responsibility," "Counting Procedures," etc. -- for ease in locating objectives.) The key indicates the necessary standard for successfully answering the question -- 100%, 75%, etc.

(B) Measure the trainee's answer vs. the standard; if the key (objective) calls for 100% accuracy and the trainee did not completely answer it; he hasn't met the objective. If it calls for 75% accuracy, and he has three out of the four major points asked for in the question, he has met the objective. The answer on the key is the minimum acceptable response. He must meet or exceed it in order to meet the objective.

(C) If the trainee fails to meet an objective or objectives, the Training Coordinator should evaluate the seriousness of the problem and correct it through remedial training and/or counseling. (Please remember: remedial training does not have to be long and involved; it can be as simple as handing an employee a policy statement to review.)

(D) Follow up in 30 days (or whatever time frame is appropriate) to insure that the training problem has been corrected and is causing no difficulty in performing the job. (Be sure to advise the supervisor of such potential problems once they have been identified.)

Name: _____ Date: _____

Institution: _____

COMPREHENSIVE WRITTEN TEST

Institution Familiarization
Learning Objectives

COUNTING PROCEDURES:

1. There are ten basic principles for conducting counts described in the Custodial Manual. Please list them below:

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

   F. _____

   G. _____

   H. _____

   I. _____

   J. _____

2. In writing, briefly and concisely indicate the basic criteria for each of the following types of counts:

   A. "Formal" _____

   _____

   _____

   B. "Census Checks" _____

   _____

   _____

   C. "Emergency Counts" _____

   _____

   _____

3. Please list below, the times at which formal counts are conducted at this institution:

_____

_____

_____

4. Briefly describe any specific problems at this institution (physical structure of dormitories, etc.) which hinder efficient, accurate counts.

_____

_____

_____

INMATE PROGRAMS AND SERVICES:

5. List five inmate programs and services offered at this institution, along with the name of the individual staff member responsible for each program/service.

Program/Service	Staff Member
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Outline, in order, the steps that an inmate must go through at this institution prior to appearing before the United States Parole Commission.

_____

_____

_____

_____

_____

_____

7. Briefly list the local policy requirements governing:

   A. Study Release: _____

   _____

   _____

   B. Work Release: _____

   _____

   _____

   C. Furloughs: _____

   _____

   _____

   _____

8. List five characteristics of the local inmate population which have a bearing on the programs/services offered at this institution:

   _____

   _____

   _____

   _____

   _____

9. List,and briefly describe the characteristics of, each functional unit at this institution.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

10. Define "Social Education" and briefly explain how its impacts on all institution program areas

11. Define the term "Volunteerism in Correctional Programming" and give at least three examples.

FACILITY TOUR:

12. In the space below, sketch a diagram of this institution. (the sketch does not have to be to scale but ought to include all major structures - correctly labeled - and security features - fences and/or walls, towers, etc.)

13. Describe, briefly and specifically, any urique programs and/or facilities at this institution which contribute to inmate welfare and/or institution maintenance. (IF THERE ARE NONE, PLEASE SO STATE.)

FIREARMS FAMILIARIZATION

14. In the spaces below, list the standard firearms issued and used at Bureau institutions. In addition, in the space to the right, briefly describe the characteristics (effective range, general use made of the weapon, etc.) of each of the firearms you have listed.

Firearm:	Characteristics:

15. What are the three types of gas commonly used in Bureau institutions and what are their characteristics?

16. List five types of gas weapons and equipment found at a Bureau institution.

17. What are two pieces of equipment commonly found in an institution which use ammunition, although not normally considered weapons?

18. Briefly describe the four major points in the Bureau's policy on the use of firearms.

19. Briefly describe any local considerations (nearness of civilians, etc.) which affect the use of firearms. (Optional Question)

_____

_____

_____

INMATE DISCIPLINE

20. In the space below, give a brief definition of "Discipline" which corresponds to the definition used in the Bureau of Prisons.

_____

_____

_____

21. What is the difference between formal and informal disciplinary actions? Give two examples of each.

_____

_____

_____

_____

_____

22. List three examples of situations which warrant informal disciplinary actions.

_____

_____

_____

23. List three examples of situations which warrant formal disciplinary actions.

_____

_____

_____

24. What is the primary source of documentation used in a formal disciplinary action? _____

25. What is the difference between "Discipline" and "Punishment"?

_____

_____

_____

26. List two Positive Disciplinary actions and two Negative Disciplinary Actions:

"Positive" "Negative"

_____ _____

_____ _____

REPORT WRITING

27. A report can be defined as _____

_____

_____

28. The first step in preparing a report is _____

29. List the four types of reports regarding inmate conduct commonly submitted by line personnel:

_____ _____

_____ _____

30. List four requirements for a well written incident report:

_____

_____

_____

_____

_____

_____

CONTRABAND IDENTIFICATION AND CONTROL:

31. List the two categories of contraband found in institutions:

_____

_____

32. Give five specific examples of the type of contraband that might be found in each of the categories identified in question #31:

Category 1	Category 2
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

33. What are the three most common items of contraband found at this institution?

_____	_____
_____	_____
_____	_____

34. List, and briefly but concisely, describe two commonly used procedures for controlling contraband:

_____

_____

_____

_____

_____

_____

_____

_____

EMERGENCY PLANS

35. List below, and briefly describe, all emergency signals used at this institution:

_____

_____

_____

36. In terms of your own particular job specialty, and your "normal" location in the institution, what steps are you to take in the event of:

An Escape?_____

_____

_____

_____

A Disturbance?_____

_____

_____

_____

37. What are the key elements in the institution's escape and disburbance plans?

Escape:	Disturbance:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

38. Identify, below, any unique problems posed by institution layout, population characteristics, etc., that affect staff actions in the event of disturbances or escapes.

39. Are there any unusual local emergencies (i.e. hurricanes, earthquakes, etc.) that can be anticipated at this institution? If so, please describe in writing, the steps to be taken in dealing with such emergencies:

INMATE ACCOUNTABILITY AND SECURITY:

40. In terms of inmate accountability, and your role as a correctional worker, what does the term "Firm but Fair" mean?

41. List any special requirements for, or any special problems in, supervising the following activities:

A. Medical Furloughs_____

_____

_____

_____

B. Recreational Field Trips_____

_____

_____

_____

C. Escorted Furloughs (Deathbed visit, funeral, etc.)_____

_____

_____

_____

D. Mail Room_____

_____

_____

_____

E. Hospital and Pill Line_____

_____

_____

_____

(List Continues on next page)

F. Call Outs

G. Record Office

H. Visiting Room

I. Commissary

J. Legal and Regular Library

K. Segregation/Detention

(List Continues on next page)

L. Food Service

M. Clothing Room

42. Specifically identify the material found in a detail crew kit and the information contained on a crew kit card.

43. What are the security classifications used at this institution and what do they mean in terms of an inmate's access to various areas of the institution and freedom of movement?

_____

_____

_____

_____

_____

DUTY ROSTER AND ASSIGNMENTS

44. On my present assignment, my normal working hours are:

_____

45. Describe when, and if, these hours change (if your shift rotates)

_____

_____

_____

46. What are considered legitimate reasons for requesting a shift preference? Briefly describe how you make such a request.

_____

_____

_____

_____

_____

47. List any written documents which specify how you are to perform your job:

_____

_____

_____

48. How do you request sick and annual leave?

Annual_____

_____

_____

Sick_____

_____

_____

49. Who is the time/attendance clerk responsible for maintaining your time/attendance record?

_____

50. List the major elements of:

A Post Order_____

_____

_____

A Position Description_____

_____

_____

51. What are the time frames for the three major shifts at this institution?

_____

_____

_____

TOOL AND KEY CONTROL:

52. List at least 5 class "A" and 5 Class "B" tools commonly found at this institution.

Class "A"	Class "B"
_____	_____
_____	_____

53. Briefly describe the local institution policy for handling Class "A" and Class "B" tools:

_____

_____

_____

_____

_____

54. List, and briefly describe, the commonly discovered problems with locking devices at this institution; and one method (per problem) of correcting them.

_____

_____

_____

_____

55. What are the key control procedures which must be followed at this institution?

_____

_____

_____

_____

SECURITY INSPECTIONS:

56. Please list, below, all of the items covered on the institution's security inspection form; and briefly describe the elements considered in evaluating security for each of these items.

_____

_____

_____

_____

_____

57. List, and briefly describe, any special problems in conducting security inspections which are created by the physical layout and/or structure of the institution.

_____

_____

_____

_____

58. Briefly describe the procedures used for searching vehicles moving in and out of this institution.

_____

_____

_____

_____

_____

SHAKEDOWNS INMATE:

59. List at least 20 specific body/clothing locations to check in conducting a body search:

_____

_____

_____

_____

60. Describe the proper procedure for conducting a "pat-down" search; and clarify how to conduct such searches in a positive manner which does not damage positive staff-inmate relationships:

_____

_____

_____

_____

_____

61. What is the correct procedure to follow when:

(A) A male staff member searches a female inmate?_____

_____

_____

(B) A female staff member searches a male inmate?_____

_____

_____

62. Briefly describe the Bureau policy covering searches of a member of the opposite sex by a staff member:_____

_____

_____

_____

63. List, in order, all steps to be followed in conducting a strip search._____

_____

_____

_____

_____

_____

"SHAKEDOWNS - AREA"

64. List three criteria for conducting an area shakedown in a manner which does not damage positive staff-inmate relationships:

_____

_____

_____

_____

_____

_____

65. Describe, in correct order, the steps for conducting:

(A) A one person search of a small area such as a cell:____

_____

_____

_____

(B) A group search of a large area such as an industrial work site:

_____

_____

_____

_____

_____

_____

_____

66. You have just started searching a cell and you find a large cache of inmate made "home brew"; what should you do?

_____

_____

_____

FREEDOM OF INFORMATION/PRIVACY ACTS

67. All requests for records are referred to, acknowledged by, and monitored by: (Circle the correct response)

A. The Chief Executive Officer at the institution.
B. The Office of General Counsel, Central Office.
C. The Regional Director.
D. The Director, Bureau of Prisons.
E. The Attorney General or Department of Justice designee.

68. Requests for inmate and other records located at an institution or Regional Office will be referred to, and responded to, by: (Circle the correct response)

A. The Chief Executive Officer at the institution.
B. The Office of General Counsel, Central Office.
C. The Regional Director.
D. The Director, Bureau of Prisons.
E. The Attorney General or Department of Justice designee.

69. Bureau of Prisons' records sought by subpoena, order, or other Court demand, in connection with Court proceedings, may not be produced without approval from: (Circle the correct response.)

A. The Chief Executive Officer at the institution.
B. The Office of General Counsel, Central Office.
C. The Regional Director.
D. The Director, Bureau of Prisons.
E. The Attorney General or Department of Justice designee.

The four situations which follow describe instances in which someone requests you to provide information about an inmate. Based on your knowledge of the Freedom of Information and Privacy Acts, indicate if you would or would not release the information requested. In the space provided, briefly give the reason for your decision.

70. The Daily Post editor calls you and wants to know if inmate Salvatore O'Brian is locked up at your institution, the length of his sentence, and for what crime he was committed.

Check One: Would release info:_____ Would not release info:_____
Reason:_____

_____

71. Deputy Sheriff Lionel Ketchum, Polk County Sheriff's Office, sends you a letter on sheriff's department stationary and requests to know if inmate O'Brian has been visited regularly by a Miss Lily Matthews, 1119 Bluebird Lane, Sumner, Ohio.

Check one: Would release info:_____ Would not release info:_____
Reason:_____

_____

72. A Mrs. Mattie Fribble calls the institution and identifies herself as the aunt of inmate O'Brian. She says she has heard that her nephew has been confined to the institution hospital and she wishes to know the seriousness of his ailment.

Check one: Would release info:_____ Would not release info:_____
Reason:_____

_____

73. Gomer McDowell, well known author, sends the institution a letter advising that he is considering writing a book based on the criminal exploits of inmate Salvatore O'Brian. He requests that he be provided with any information regarding inmate O'Brian's institutional adjustment, job assignments, etc. He indicates he is willing to pay for any expense involved in collecting this information, as provided for in the Freedom of Information Act.

Check One: Would release info:_____ Would not release info:_____
Reason:_____

_____

74. Some information regarding inmates is considered to be "Public Record"; give four examples of this kind of information:

_____ _____

_____ _____

75. An inmate wishes to examine the Bureau's records concerning him. Briefly describe who he contacts and what information can be withheld from him._____

_____

_____

76. (TRUE/FALSE) An individual who has been denied access to records concerning him can appeal that denial to the Deputy Attorney General for Administration.

Check One: True_____ False_____

77. List the titles of three Bureau Policy Statements which refer to procedures to be followed under provisions of the Freedom of Information and Privacy Acts.

_____

_____

_____

78. What is the maximum penalty for violating the Privacy Act?

_____

79. As a Bureau employee, what agency records pertaining to you, do you have access to under the Freedom of Information Act?

_____

_____

_____

80. What information about you, as an employee, can the agency release without your consent under provisions of the Privacy Act?

_____

_____

_____

PERSONNEL PROCESSING AND CLOTHING ISSUE

81. If I lose my Government Identification Card, I should notify:

_____

82. I earn _____hours of Annual Leave and _____hours of Sick Leave during each pay period.

83. My official work week begins on_____
(day of the week)

84. I will be in "Probationary Status" for _____weeks, and will be given a written evaluation of my performance every _____days.

85. List the steps you must take if you desire to accept outside employment:_____

_____

_____

86. List two reasons why the Bureau might refuse to allow you to accept outside employment:_____

_____

_____

_____

_____

_____

87. What are the criteria for giving you an "unsatisfactory" evaluation?_____

_____

_____

88. Briefly describe what recourse you have if you are given an "unsatisfactory" rating:_____

_____

_____

89. My first pay day will occur on_____

90. What are three major duties and four performance standards listed in your position description?

Major Duties:	Performance Standards:
_____	_____
_____	_____
_____	_____
	_____

EMPLOYEE CONDUCT AND RESPONSIBILITY

91. List the eight major areas of employee responsibility covered by the policy statement on Standards of Employee Conduct and Responsibility: _____

_____

_____

_____

92. Give an example which shows a violation of policy for each of the eight major areas listed in the preceding question:

_____

_____

_____

_____

_____

_____

_____

_____

93. Give three examples of recent local violations of the Standards of Employee Conduct and Responsibility policy:

_____

_____

_____

94. Select three examples of employee misconduct and state the range of penalties that may be assessed for each violation according to the Standard Schedule of Disciplinary Offenses and Penalties:

_____

_____

_____

95. Briefly describe the process through which an "adverse action", because of a violation of the standards of Employee Conduct and Responsibility, takes place:

_____

_____

_____

_____

ADMINISTRATIVE REMEDIES

INSTRUCTION SHEET: HOW TO USE THE "COMPREHENSIVE WRITTEN TEST KEY"

TRAINING COORDINATOR:

There are three basic kinds of questions on this test:

1. QUESTIONS WITH STANDARDIZED ANSWERS: The appropriate answers for these items are on the key and all you have to do is compare the trainee's response with the key response to see if there is a match. CAUTION: Fill in the blank, short essay, example responses do not have to match the key response exactly; however, the same basic information should be provided by the trainee. (Items: 1, 2, 10, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 24, 40, 42, 50, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 85, 86, 87, 88, 91, 94, and 95.)

2. QUESTIONS WITH ANSWERS THAT MUST BE DETERMINED LOCALLY: The appropriate answers for these questions depend on local policies, conditions, needs, etc. Prior to using this test, please check these questions and write in the answers you feel are appropriate on this Key. In some cases, we have suggested examples and/or sources for possible answers. (Items: 3, 4, 5, 6, 7, 8, 9, 12, 13, 19, 33, 35, 37, 38, 39, 41, 43, 51, 52, 53, 54, 55, 56, 57, 58, and 93.)

3. QUESTIONS WHOSE ANSWERS MAY VARY WITH INDIVIDUAL TRAINEES: These questions deal with specific information pertaining to the individual employee, such as, "what are the major duties in your position description?" They will have to be evaluated individually for every trainee. (Items: 36, 44, 45, 46, 47, 48, 49, 81, 82, 83, 84, 89, and 90.)

Please review this test key prior to delivering the instructional material. The answers to the questions should give you some idea of what material to stress during your training program.

A few items indicate they are optional, i.e., you may not have any unique local programs at your institution so you would ask your trainees to ignore question 13, page 5. However, do not skip any of the questions with standardized answers. You may not have firearms at your institution but the reason questions about firearms are on this test, and a unit on

firearms is in this course, is that the young fellow sitting in the front row may transfer to a penitentiary some day; we want to make sure he has at least a basic bit of knowledge about firearms when he gets there.

One final point, the quicker you can correct your tests and get them back to the students, the better. Remember, a major purpose of testing is to provide feedback to the individual about his strengths and weaknesses--please don't delay in delivering the message.

Institution Options

NOTE TO THE TRAINING COORDINATOR

This lesson plan is directed at the Training Coordinator; not the trainee, and is intended to help strengthen the total introductory training program at the local institution. During the initial 40 hours of training, the local coordinator will have from one to seven hours that can be filled with training that is specifically aimed at meeting unique local, institutional needs. (The amount of time a given institution will have varies because of different emphasis put on such topics as "Firearms and Gas Familiarization," "Facility Tour," etc.) This brief outline should aid in speeding such development of local training programs and insuring that they are consistent in tone and format with the other segments in the introductory package.

LESSON PLAN (DEVELOPING "INSTITUTION OPTION" TRAINING PACKAGES)

LESSON TITLE: Developing "Institutional Option" Training Packages

TIME FRAME: Varied (dependent on the complexity of the subject, skill and resources of the local Training Coordinator.)

MATERIALS: Copy of "Training Program Development Guide," Writing Materials, "Standard B.O.P. Training Format."

PRIORITY: For use at any time the local Training Coordinator identifies a training need that is unique to the local institution and/or which is not dealt with through delivery of an existing, available training package.

LEARNING OBJECTIVES: After studying this material, each Training Coordinator will be able to:

A. Outline the standard format used for Bureau of Prisons' staff training programs (100% accuracy)

B. Identify and explain, in correct sequence, the seven major steps in developing a training program (100%)

C. Identify, and briefly explain, the four types of task analyses that can be conducted in researching a training problem .

PERFORMANCE OBJECTIVES: After completing a review of this package, each Training Coordinator will be able to:

A. Develop training programs aimed at impacting on local training needs, using a systematic (see steps outlined in Learning Objective "B") approach, and within a two week time frame. (Successful attainment of this objective will be evaluated by the S.T.C. instructor assigned to audit the institution's staff training program.) (100 % accuracy)

TRAINING PROGRAM DEVELOPMENT GUIDE

There are two keys to developing good, local training packages:

A. Use a systematic approach so that you insure that all aspects of the problem are covered and that the material/format fit smoothly with the other elements of your training program.

B. Make sure that you can measure if any benefits have actually been derived from the training program as indicated by improved ability to function on the job.

The system which we suggest you use is the following:

STEP ONE: IDENTIFY THE SPECIFIC TRAINING PROBLEM (SEE OUR EARLIER DISCUSSION OF MAGER AND PIPE) AND THE SPECIFIC INDIVIDUALS TO BE TRAINED.

Is this package for all employees? Probationary employees? Specialists?

STEP TWO: DETERMINE ENTRY LEVEL PERFORMANCE ABILITIES OF YOUR TRAINEES.

What are the specific skills and levels of knowledge that your trainees should have when they report for training?

STEP THREE: IDENTIFY JOB PERFORMANCE REQUIREMENTS OF YOUR TRAINEES.

What are the minimum skills, abilities, areas of knowledge that your trainees should have when they complete training? This should be adequate to insure that the employee can accurately and successfully complete his/her job assignments.

There are four ways of determining Job Performance Requirements; all of them are termed "TASK ANALYSES" and you may find one or more of use to you in determining "J.P.R."

OBSERVATION TASK ANALYSIS: You actually go to the job site and view someone performing the task to determine what skills/information are needed.

SIMULATED TASK ANALYSIS: If you have performed the task yourself, reflect back on what you found to be the necessary, significant skills and information. (Be cautious--the job may have changed significantly since you last performed it.)

CONTENT ANALYSIS: Are there any written materials (post orders, manuals, etc.,) which cover the job and which you should review before developing your training program?

INTERVIEW ANALYSIS: Talk to recognized "experts" (people who perform the task exceedingly well) and find out what they consider important skills and information that ought to be covered in the training program.

STEP FOUR: IDENTIFY YOUR TRAINING OBJECTIVES.

This will be fairly simple if you have identified Entry Level Performance Requirements and Job Performance Requirements, because:

JOB PERFORMANCE REQUIREMENTS - ENTRY LEVEL PERFORMANCE =

OBJECTIVES

Remember, objectives ought to:

1. State specifically what is expected of the trainee during and after he completes training.
2. Be measurable (can he or can't he perform in a certain manner?)
3. Be realistic giving the time and resources you have available and the skill level of the trainee.

STEP FIVE: DETERMINE IF YOUR TRAINING HAS VALIDITY.

How will you test or otherwise measure if your training has had a positive effect on the trainee's ability to perform the job?

STEP SIX: ANALYZE THE TRAINING POPULATION AND JOB SETTING.

Are there any significant characteristics of your trainees and/or the job setting which will have a positive or negative effect on your training program? How can you overcome negative effects and make use of positive effects?

STEP SEVEN: PUT IT ALL TOGETHER - BUILD A COMPREHENSIVE PLAN.

Lay out what you need to do in sequential steps, assign a time frame for completion of each step, and meet your deadlines. Identify any special equipment and/or training aids which you need and make arrangements to have them on hand. (The Media Services Center, Central Office,--PHONE (202) 724-3102--will be happy to give you advice and counsel, as well as other kinds of assistance, in securing instructional aids.)

In terms of a format, use the same one followed in other standardized Bureau training programs:

LESSON TITLE: _____

TIME FRAME: _____

SUGGESTED MATERIALS: _____

PRIORITY: - (When this material should be covered)

LEARNING OBJECTIVES - (What you expect during training)

PERFORMANCE OBJECTIVES: - (What you expect of the employee when he returns to the job)

BODY OF THE LESSON PLAN: - Make it as thorough as "You" feel is necessary to deliver the material.

If you run into any problems building your own programs, or if you merely want to try out an idea or get another opinion about your package, feel free to call the Training Program Development Section (202) 724-3215 or 3216, for their ideas and assistance.

INTRODUCTION TO REMEDIAL TRAINING OPTION

BACKGROUND

When you ask many people to define or describe what it is that an institution Training Coordinator does, they will say: "Well, he puts on training programs and makes sure that employees get sent to the required training programs on time. He keeps track of training records and makes sure that trainees get their per diem money on time . . . . Stuff like that."

All of this preceding statement is true; Training Coordinators ought to be carrying out all of these tasks. But a Training Coordinator who concerns himself only with making sure requried training is delivered on time, to the appropriate employees, is not really doing his job. There is another, extremely important facet of the job that is often overlooked--even by some Training Coordinators. That facet involves "EVALUATION," "FOLLOW-UP," and "RETRAINING" or "REMEDIAL TRAINING."

Let's explore for a few minutes why this is such an important area. The Bureau of Prisons has spent a considerable amount of time and money to insure that all employees, including those in their initial year of employment, are given the basic skills necessary to do their jobs. This training is not a privilege to be doled out to a select few as a reward; it is a right which every employee is entitled to as a part of his employment. But for a variety of reasons, some employees do not get everything they should from a training experience--they return to the job still unprepared to adequately carry out the responsibilities of

that job. The organization still has a responsibility to identify such inadequacies and correct them, if at all possible. The Training Coordinator occupies the key position in this identification and correction process. What normally happens is that the employee's supervisor will advise the Training Coordinator (or other people will let the Training Coordinator know) that a particular employee isn't performing up to expectations. In many cases, this takes a rather direct, simple form: "This guy isn't doing it right; he needs more training!" The hidden message is fairly obvious: "O.K., Training Coordinator, it's your responsibility now--do something to make him or her a good employee."

Unfortunately, it isn't quite that easy--and "making him or her a good employee" is not just the responsibility of the Training Coordinator. It is equally the responsibility of the employee's supervisor, and in many cases, the most valuable service the Training Coordinator can perform is to get the supervisor fully involved in any retraining that occurs.

At this point, you have an employee and a supervisor--both probably unhappy because the employee cannot perform his/her job adequately. Why should you consider setting up a retraining program? Let's look at several reasons:

A. The organization already has a large time and money investment in this employee; to dismiss him/her without first attempting to correct the problem is foolish just from an economic standpoint.

B. Individuals have different backgrounds, tolerances for learning, etc. As a result, most people do make mistakes from time to time regardless of the fact that they have had previous training. To dismiss someone for a minor mistake automatically, without offering further assistance, would lead to a very tense staff with extremely poor morale.

C. An individual has a right to expect something more than a summary dismissal if he makes a minor mistake. If he/she appeals his/her firing to the union, Civil Service Commission, E.E.O. examiner, Court, or other arbiter; that arbiter is probably going to ask: "What did you do to help this individual overcome these deficiencies prior to dismissal?"

D. You will sometimes get requests to re-enroll someone is a training program and make them repeat the whole program. If the deficiencies are dealt with only in a small segment (say 10%) of that program, this again becomes a matter of poor economics.

E. Consider the rationale for training--it has basically one purpose--to help the employee better do his job. Often a very simple, short, inexpensive procedure can be devised that will meet this requirement <u>if individual needs are identified and those individual needs are addressed</u>. One of the advantages of a remedial training program as opposed to a regular training program, is that it deals with an individual <u>not</u> a group of trainees.

F. Finally, when we sit down and start analyzing an individual's poor performance, we may find that it is not a matter of

lacking skills or needing further training at all--instead, it is a communication breakdown; lack of proper, clear instructions; a personality conflict, etc. Once the problem has been identified, it can be more readily dealt with--even if formal training isn't the answer.

Let's turn our attention to a specific structured system for helping you carry out the job of "Evaluation" -- "Follow-Up" -- and "Remedial Training."

EVALUATION

All training programs that are centrally developed in the Bureau of Prisons (either at a Staff Training Center or by the Training Division, Central Office) have two sets of objectives: "Learning Objectives" and "Performance Objectives." You will find these on the lesson plan that preceeds the lesson outline and instructional material. These objectives have been designed to:

A. Give the instructor and trainee specific information about the purposes of the training; and

B. Allow the instructor and the trainee to know how well the information in the training has been disseminated.

"Learning Objectives" deal with the kinds of tasks that the trainee is expected to carry out during the training; normally these tasks involve something other than actually physically performing the job. In many cases, the tasks are related to providing background information so that the trainee can better do the job. An example of

a learning objective is: "Will describe the basic criteria for (1) formal counts, (2) census checks, (3) emergency counts." (100% accuracy). The assumption is that it will be of use to a correctional employee, who has to conduct counts, to know what the three kinds of counts are and what they entail. To evaluate how well this objective has been met, the trainee might be asked to write a brief definition of each. (This particular question is included in the Comprehensive Written Test for the Institution Familiarization Training Program.) Since a standard of performance is established (100% accuracy), the Training Coordinator could evaluate success by determining that the trainee had written an accurate definition of all three types of counts. If he defined only two types, he obviously has not successfully met the objective.

"Performance Objectives" are actually more important to the Training Coordinator and the trainee. (Performance objectives are measured on the Actual Practice Test which accompanies the Training Coordinator's Guide for the Institution Familiarization Training Program.) We have stated that the purpose of training is to better equip the employee to do his job--and performance objectives spell out what is expected in terms of actual performance of a task. For example, "Conduct an accurate count of a living area or a section of a living area while under supervision of an associate instructor" (100% accuracy) is a performance objective. To evaluate this objective, we would again check our standard (100% accuracy) and observe the trainee actually performing the count. If it is accurate, the objective has been met;

inaccurate means that the objective has not been met and indicates that the trainee needs further training, counseling, closer supervision during counts, etc.

Learning and performance objectives are already established for in-house training programs; you will probably want to establish others to measure performance that is related to certain special, local institutional needs. Just remember to keep such objectives specific, measurable, and observable so that you can actually evaluate their successful attainment. And remember to let the trainee know what objectives he is expected to achieve.

Not all performance objectives come from training programs. Others are established by post orders, oral instructions from supervisors, policy statements and operations memoranda, etc. The objectives established for training programs ought to be consistent and compatible with these objectives from other sources; and all objectives ought to be specific, observable, and measurable. If they are not, then we cannot realistically expect the trainee or employee to meet our standards of performance.

FOLLOW-UP

We have evaluated an employee and determined that he is not performing as desired; we may have determined this because of his failure to meet certain training objectives or because his supervisor advises us that he cannot do the job. The question which now faces us is how to follow-up and move to correct his deficiencies. One useful way of directing our efforts in this area is to use the "Quick Reference

Checklist for Use in Analyzing Performance Problems." (Prior to using this system, you should read Mager and Pipe's book, Analyzing Performance Problems or 'You Really Oughta Wanna'. There is a copy in every institution's staff library.)

The first step in using this checklist, and a wise step even if you don't use the checklist, is to sit down with the employee and his/her supervisor, and specifically spell out exactly what it is that the employee is not doing--the "performance discrepancy." This description should be specific and describe observable, measurable behavior. If the supervisor cannot describe exactly what's wrong with the behavior; neither you, the employee, nor the supervisor will know how to correct it. Beware of statements like: "I don't like his attitude!", "He isn't hard-nosed enough!", or "He's too damned hard-nosed!"

Force the supervisor to tell you--and the employee--how he knows that the employee is too hard-nosed, or what it is about his attitude (as demonstrated in observable behavior) that concerns the supervisor. As a trainer, you cannot be expected to change attitudes and internal feelings (although such changes may take place). You can only be sure that you have changed on-the-job behavior and performance because you can see that behavior and measure it against previous behavior. This is why a precise description of the performance discrepancy is so important. Sometimes you will discover that the employee has never really been sure what it was that the supervisor was unhappy about. Once it's written down and everyone involved understands what the area of

disagreement is, the problem may be solved. A great many performance problems are simply mis-communication or non-communication between the supervisor and the subordinate.

Let's assume for the sake of discussion that this supervisor/subordinate problem goes deeper than just poor communication. Look at the sample "Quick Reference Checklist" included with this package; notice that after we have identified the specific performance discrepancy, we must determine:

A. Is it important? Not every problem that employees have in regard to job performance and/or training may be serious enough to attack. Your time, resources, and energy are at a premium; you have to make the decision--using the probe questions in the checklist--whether or not to take further action. (In our example, we state it is an important problem.)

B. Is it a skill deficiency? Remember our warning about statements like: "I don't like his attitude--retrain him!" When an individual has a definite skill deficiency--or as Mager and Pipe put it: "he couldn't perform as desired if his life depended on it"--then, and only then, is there a training problem. Poor attitudes, fears, dissatisfaction with the status quo, etc., cause a lot of poor performance. However, that does not necessarily mean that they should be addressed with a formal training program--since they are not necessarily skill deficiencies.

If you determine that the performance discrepancy is due to a skill deficiency, there are some other questions that you need to ask (see

key questions 4, 5, 6, and 7 on the "Quick Reference Checklist") to help you determine exactly what degree of effort is needed to provide adequate remedial training to correct the problem.

For a good many performance discrepancies, you are going to find that employees could perform the task the correct way if they really wanted to. Thus, it is not the result of a skill deficiency and is not necessarily going to be helped by remedial (or any other) training. (See questions 8, 9, 10, and 11 on the "Quick Reference Checklist.") In such cases, the role of the Training Coordinator seems to be one of:

A. Discovering the reasons for poor performance; and

B. Advising the supervisor and employee of those reasons so that they can correct them.

The final section on the "Checklist" (Section IV) helps you zero in on a possible solution to a given skill deficiency and/or performance problem. The correct answer will not spring automatically to your mind; but the probe questions--if considered and answered carefully--should help you organize your thoughts, consider all resources and implications, and increase your chances of coming up with an effective, well-thought-out solution. (We hope that the sample "Checklist" included with this material is of assistance to you in using this approach to development of remedial training. Please keep in mind that some problems may involve both "skill deficiencies" and "performance problems"; thus, they will have to be attacked on several levels.)

RETRAINING

After going through the evaluation and follow-up steps, your final responsibility is to develop and deliver some sort of remedial or retraining process. There are some keys to insuring effective remedial training takes place:

A. Make sure the training is individualized. When a decision is made to offer someone remedial training, it implies that a particular individual is having trouble meeting a specific standard of performance. Take the time to evaluate that individual, his needs, and design the program so that it is uniquely suited to meet those needs. This is why we encourage you to develop a new "Quick Reference Checklist" for eqch employee performance problem you are confronted with; two employees may exhibit the same problem--inability to write accurate, useful reports, for example. But the reason for the problem, and thus the necessary remedial training to correct it, may be totally different. (There may be some training problems which can be addressed with the same, or similar, remedial training approaches; however, don't make this assumption until you have carefully evaluated the problem on an individual basis.)

B. Establish the right climate for the training. The cold, harsh fact that someone has been referred for remedial training implies that some very negative feelings may be occurring--especially on the part of the trainee. He may feel he has been singled

out as a "dummy", as inadequate, and may show resentment, hostility, and embarrassment. Before you ever begin to develop a remedial training program, be sure to sit down with the potential trainee, explain what you are going to do and why. Make sure that he understands that you are a "helper" whose only role is to help him do his job correctly. (It might also be wise to make sure that he is well aware of the information contained in item "C" below; it may help put him at ease.)

C. Involve both the employee and the supervisor in the remedial training process. Explain to both employee and supervisor that you cannot, and will not, be totally responsible for the delivery and effectiveness of this program. The employee has to want to help himself and the supervisor has to conscientiously follow up and support what happens in the remedial training process. This is why both individuals are involved in all steps laid out in the "follow-up" process. They have input into analyzing the problem; they should also have input into developing the solution. You should not issue an edict that certain remedial training will occur without first explaining your rationale for the training and getting their concurrence and agreement. (This is the reason we urge you to get supervisor's and employee's signatures on any training plan documents; and why you give a copy of those plans to the employee--after all, it is his individualized plan.)

D. Formalize your training plan in writing. This will probably seem to be a great deal of work but it is necessary and it doesn't have to be a complicated document. (See the sample included with this material.) Writing it down and laying out specific objectives and time frames will help insure that you have carefully thought out your response to the problem. Providing a copy of the plan to the supervisor and employee (again with specifics) will help insure that all concerned have the same objectives in mind and will move to meet those objectives.

E. Keep the remedial training as simple as possible. Included with this package is a list of some common remedial training activities. Some of these do not involve a great deal of time, money, or other resources; however, they can be extremely effective. Nowhere is it written that remedial training has to be complex, painful, and expensive. Good remedial training corrects a problem and gets an employee back on the job as quickly and inexpensively as possible.

F. Follow up your remedial training. Once you've delivered your solution to the problem, make sure that you check with both the employee and the supervisor occassionally over the next four to six months to make sure that the training has had the desired result.

G. Don't be afraid to say "no". This is the hardest of all the tasks you have to carry out as a Training Coordinator. Everyone is entitled to have their problem(s) discussed and considered for correction through remedial training. However, not everyone's problem can be resolved through remedial training. If a supervisor cannot tell you what it is that he dislikes about an employee's performance, other than, "I don't like his attitude," "You know how these fresh young kids are...", etc., then you cannot do anything for the employee--or the supervisor--with remedial training. Some folks will expect you to solve every problem from bad grooming to suicidal tendencies with training; don't fall into that trap--tell them "no."

If, after analysis, you really do not feel the problem is serious enough to expend time and money on, (Key Question #2 on the "Checklist") advise the supervisor and employee of your feelings and (if possible) suggest other alternatives to them.

This concludes our discussion of how to go about developing and using a remedial training program. The "Retraining Checklist" will be of use to you in organizing your own efforts as you deal with actual cases. Remember, define the problem, analyze it, develop a program, follow up, and document what you have done during each step. Good luck!!

REMEDIAL TRAINING OPTION

NOTE TO THE TRAINING COORDINATOR

This lesson plan is somewhat different that the others in this set since it is meant to serve as a self-instructional guide for the Training Coordinator. It should be used to develop and design remedial training experiences for individual employees who cannot satisfactorily achieve the objectives established for Bureau training programs; or to assist employees who are unable to perform (satisfactorily) tasks assigned them by their supervisor(s).

LESSON PLAN (DEVELOPING REMEDIAL TRAINING PLANS)

LESSON TITLE: Developing Remedial Training Plans

TIME FRAME: Varied (Each individual case may require a different time frame to resolve.)

MATERIALS: Copy of this lesson plan; Retraining Checklist; copy of Analyzing Performance Problems or 'You Really Oughta Wanna' by Robert Mager and Peter Pipe. For each individual case: A copy of "Quick Reference Checklist for Use in Analyzing Performance Problems"; any current evaluative materials regarding the individual employee to be assisted.

PRIORITY: For delivery at any point when an employee has identifiable training needs and/or deficiencies in performance.

Cross References:

Can be used in conjunction with any S.T.C., institution, O-J-T, or other in-house training program.

LEARNING OBJECTOVES: After studying this lesson plan and associated materials, each Training Coordinator will be able to:

A. Define and briefly explain the difference between a "skill deficiency" and a "performance problem." (100% accuracy)

B. List, in order, the steps to be followed in establishing an individualized retraining or remedial training plan. (100% accuracy)

C. List at least three reasons for using time, money, and other resources to correct an individual training problem. (100% accuracy)

PERFORMANCE OBJECTIVES: After counseling with the individual employee and his/her supervisor(s), each Training Coordinator will be able to:

*A. Develop a written statement of the specific performance discrepancy displayed by the employee. This description should be exact and describe observable, measurable behavior. Both the employee and his/her supervisor(s) should review the statement and sign it, indicating their agreement

with it. (This statement should be developed within five working days after the Training Coordinator has been advised of the problem.) (100% accuracy)

*B. Work through the "Quick Reference Checklist for Use in Analyzing Performance Problems," developing accurate, written answers to each probe question. (A completed checklist should be developed for each individual employee and for each performance discrepancy. The employee and his/her supervisor(s) should be consulted throughout the development of these answers. The completed form should be signed by the employee and supervisor(s), indicating their approval and agreement with its analysis of the problem. This objective should be completed within five working days after the written statement of the performance discrepancy has been accepted.) (100% accuracy)

*C. Prepare a written training proposal based on the analysis made during the development of the "Quick Reference Checklist...". This proposal will include specific, observable, and measurable tasks to be completed and the dates for their completion. This proposal will be signed by the supervisor(s) and employee, indicating their agreement with the proposal and their intent to comply with it. This step will be completed within five working days after completion of the checklist analysis. (100% accuracy)

*D. Within 30 days after the completion of the tasks outlined in the training proposal (see Performance Objective "C"), the supervisor will review the employee's current level of performance and submit a brief, written report (one paragraph) on that performance to the employee's training file. The report should be signed by both the employee and his/her supervisor(s). (100% accuracy)

* In each case where a written statement regarding the training problem is made and signed by the employee and his/her supervisor(s), a copy of the statement should be given the employee. The original should be placed in the employee's training file.

SAMPLE REMEDIAL TRAINING PLAN

EMPLOYEE NAME: Lester Slow DATE: October 9, 197-

CURRENT ASSIGNMENT: "K" Dormitory, evenings

SUPERVISOR: Harlan B. Surly, Correctional Sup.

PERFORMANCE DEFICIENCY:

According to his supervisor and himself, Mr. Slow has been unable to submit satisfactory written reports. His reports are full of grammatical errors, spelling errors, and poor punctuation. In addition, his handwriting is extremely difficult to read and his reports appear to be sloppily written.

ANALYSIS OF PROBLEM:

Slow says he's always had trouble with grammar and spelling. Due to pressure on current assignment, he's rushed for time and doesn't have the opportunity to closely examine his reports prior to turning them in.

SUGGESTED ACTIVITIES:

1. Immediately require Mr. Slow to print all reports submitted.
2. Provide Mr. Slow with dictionary, copy of Elements of Style, and several samples of well-written reports to use as a guide.
3. Supervisor will forward copies of any unacceptable reports to the Training Coordinator for editing and discussion with Mr. Slow. (Commonly repeated grammar and spelling errors will be noted.)
4. Mr. Slow to be assigned to a less time-consuming assignment during next shift change. (To give him time to work intensively on reports.)

OBJECTIVES: By Jan. 9, 197-, Mr. Slow will:

1. Reduce the number of grammatical and spelling errors in his reports by at least 50% (as measured against current reports).
2. Submit reports that are neatly written and readable, as indicated by their acceptance by his immediate supervisor.

3. Be referred for additional Civil Service Training (report writing) if objectives #1 and #2 are not achieved.

_____
EMPLOYEE

_____
SUPERVISOR

_____
TRAINING COORDINATOR

RETRAINING CHECKLIST

STEP TAKEN:	TIME FRAME:
1. Problem Noted. Employee does not meet training objective(s) and/or employee or supervisor makes referral of problem to the Training Coordinator.	
Informal counseling takes place between employee and Training Coordinator.	Up to 5 working days (Cummulative Time: Up to 5 working days)
2. Performance Discrepancy Described in Written Paragraph. Must include specific measurable, observable behavior. Supervisor and employee sign written statement indicating their agreement with identification of problem. Copy of paragraph given to employee.	
Decision made re: whether or not problem is serious enough to require further action.	Up to 5 working days (Cummulative Time: Up to 10 working days)
3. Quick Reference Checklist Prepared in Cooperation with Supervisor and Employee. Checklist signed by both indicating their agreement with the analysis. Copy of Checklist given to employee.	
Training Coordinator checks available resources.	Up to 5 working days (Cummulative Time: Up to 15 working days)
4. Training Plan Developed in Consultation with Employee and Supervisor. Plan must include specific objectives to be completed and specific dates for their completion. Plan signed by supervisor and employee. Copy of plan given to employee.	
Training Coordinator makes arrangements for delivery of training/materials, etc.	Up to 10 working days (Cummulative Time: Up to 25 working days)
5. Training begins, runs its course, and is completed.*	
Training Coordinator conducts on-going evaluation; reports back to both employee and supervisor.	From One Hour to 30 days (Cummulative Time: Up to 55 working days)

6. Follow-up Begins. Employee and supervisor are advised of what activities will be checked and how they will be evaluated.

Training Coordinator tracks employee's progress after return to the job and makes reports as necessary to employee and supervisor.	From 2 to 6 months--depending upon problem.

*In the case of some problems, no formal training will be given. The employee will be given a job aid, etc., and return immediately to the job.

COMMON REMEDIAL TRAINING ACTIVITIES

NOTE: This list is by no means exhaustive; it is merely an attempt to remind you of some ways to conduct remedial training. We have omitted some of the more obvious methods such as repeating a particular class and being enrolled in outside or in-house programs designed for remedial training.

JOB AIDS

A job aid is a written, sequential list of all the steps that go into performing a particular task. It can also be a diagram which illustrates those same steps. The "Retraining Checklist" which accompanies this package is an example of a job aid. Job aids are especially useful when there is a set routine to be followed. The trainee merely refers to the job aid to insure that he isn't omitting any important steps.

MODELS/SAMPLES

These are especially useful in such areas as report writing or preparation of data. You develop (or use an already existing) copy of a standard report, data sheet, etc. Although the trainee's report will not be exactly the same, there should be enough similarities in format and content of the sample so that he can write his report by merely "filling in the blanks" or changing specific facts he wishes to report.

STANDARD LISTS

If you know there are certain words which are always misspelled, or certain facts that are always lacking, certain steps that are always ignored in performing a particular job, place these errors on a list (along with the right way of performing the task) and circulate to those making the errors.

SELF STUDY (BOOKS, DICTIONARIES, POLICY STATEMENTS)

Such resources should be available to the employee so that he can use them at his own pace to improve his performance. However, make sure that you follow up and insure that the employee knows how to use a dictionary, policy statement, etc., and that he is using them. (Carrying a pocket dictionary around in his pocket will not automatically make him a better speller--he still has to look the words up!)

ADAPTATION OF REGULAR TRAINING MATERIALS

Consider videotaping or audiotaping the lectures and other class activities that you normally put on. Store these tapes, and make them (and playback equipment) available so that an employee may check them out, view or hear them at his own leisure, and review those sections which he still has trouble grasping.

COUNSELING AND FEEDBACK

Before you do anything else, make sure that the employee actually knows his supervisor is unsatisfied with his performance and why. Sometimes just this much feedback is enough to correct the problem. Also, please remember to tell the employee when he's doing "it" correctly, especially after you have discussed his shortcomings with him.

ROLE MODELS

When an individual just can't do the job correctly, and especially when it is difficult to identify exactly what the performance discrepancy results from, try putting the employee with an employee who's very good at performing the task. Let him observe, ask questions, and encourage him to copy the "good" employee's behavior.

USE GIMMICKS

Cards with reminders written on the, pieces of string tied around a finger, etc., seem a little hokey--but sometimes they work! Especially when the employee has sufficient skill but he forgets or ignores some aspect of the task.

OTHER

As a trainer, have positive expectations--the employee <u>can</u> change for the better.

Don't harass or embarrass--remember, you're on his side.

Be honest but supportive; set reasonable standards and stick by them.

Reward positive changes and <u>immediately</u> confront negative changes.

Follow up and give feedback; as often and as much as necessary.